

Immigration: For Better or Worse? **CARC Social Studies**

Please note: all black line masters are after the lesson plan template and beginning on page 6. Each black line master is linked in the lesson plan.

Click on the red push pin () in each master to return to the lesson plan template.

Grade Level	5	General Outcome	5.2 Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage
Time Frame	4 – 5 classes	Enduring Understanding (purpose of the lesson)	Students will gain an understanding of what constitutes quality of life. They will develop criteria for judging quality of life and apply these criteria to the historical experience of immigrants to Canada. The students will judge if quality of life was better or worse after immigration.
Developed By	Sylvia Kennedy, Trudy den Boer, Brenda Rehmann		
Critical Challenge/Big Idea	Was the quality of life of immigrants better or worse after immigrating to Canada?		
Value and Attitude Outcomes	Knowledge and Understanding Outcomes	Skills and Process Outcomes	
5.2.1 appreciate the complexity of identity in the Canadian context 5.2.1.1 - recognize how an understanding of Canadian history and the stories of its peoples contribute to their sense of identity (I, TCC) 5.2.1.4 acknowledge the British influence and presence in Canada (CC, I, TCC)	5.2.6 critically examine the ways of life of immigrants from the British Isles during the Great Migration 5.2.6.1 What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada? (CC, I, TCC) 5.2.6.2 What do the stories of the British peoples tell us about the British history, culture and presence in Canada? (CC, I, TCC)	Critical and Creative Thinking 5.S.1.2 critically evaluate ideas, information and positions from multiple perspectives Historical Thinking 5.S.2.1 use photographs and interviews to make meaning of historical information 5.S.2.3 explain the historical context of key events of a given time period	

<p>5.2.1.5 acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC)</p> <p>5.2.1.6 recognize how changes in society can affect identity (CC, I)</p>	<p>5.2.9 critically examine how European immigrants shaped ways of life in Western Canada</p> <p>5.2.9.1 What do the stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in Western Canada? (CC, I, GC, LPP, TCC)</p>	<p>Apply the Research Process</p> <p>5.5.7.3 draw and support conclusions based on information gathered to answer a research question</p> <p>Oral, Written and Visual Literacy</p> <p>5.5.8.1 select appropriate forms of delivery of written and oral information, taking particular audiences and purposes into consideration</p>
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Note: 5.S.2.1 is not summatively assessed and therefore is not in bold type

<p>Summative Assessment Strategies</p>	<p>For Better or Worse Rubric.</p>
<p>Introductory Activity/ The Hook</p>	<p>Activity 1: Develop Criteria for Quality of Life</p> <p>1. As a class, brainstorm and web factors that create a good life or a bad life. Together, generate a list of factors that determine quality of life. Responses can be categorized into the following, but are not limited to these:</p> <ul style="list-style-type: none"> • Economic well being • Personal happiness • Environmental (access to land) • Religion/spirituality • Freedom of choice <p>Record responses on chart paper for future reference.</p>
<p>Teaching/ Learning Strategies and Activities</p>	<p>Activity 2: Finding Evidence for Quality of Life</p> <p>Have students work through the <i>Modelling the Tools</i> document "Judging Quality of Life" of Learn Alberta (http://www.learnalberta.ca/content/ssmt/html/judgingqualityoflife_mt.html):</p> <p>2. In pairs students read the stories about <i>Emma</i> and <i>Jose</i>. Using, <i>Comparing Quality of Life</i>, have students identify, for each character, the positive factors that would promote a good life and the negative factors that would hinder a good life.</p>

3. As a class, go through *Looking for Evidence: Emma and Jose*, one for Emma, and another for Jose, with the factors for quality of life listed as determined in Activity 1, determine where the students' ideas from "Comparing Quality of Life" fit and list them accordingly.
4. Rank each factor using the score column. Have students decide who has the better quality of life, Emma or Jose, and explain their choice based on the evidence.

Activity 3: Research Immigrant Quality of Life Before Immigrating to Canada

5. Discuss, as a class, why immigrants (Irish, Scottish, Ukrainian, Polish, Russian and German) came to Canada? List the ideas generated by the students; this can be done in a KWL chart format. Guide the students to question what life was like in the immigrants' homelands, and what they were promised in the new land.
6. Students, in pairs or in groups, choose an immigrant group to research life **in their homeland**. Use the factors that determine quality of life, as decided in Activity 1 to organize information in the *Evidence of Quality of Life in Homeland* for before immigration. Once students have gathered the information, have them decide how difficult the indicator would be to deal with: -2 indicated a very challenging indicator, +2 indicates a very beneficial indicator.

Note: Add the quality of life indicators for your class's choices in Activity 1.

Activity 4: Propaganda Posters

7. Share propaganda posters for immigration to Canada. (See references for sample websites.) Teachers can use "Investigating Pictures" strategy (http://www.learnalberta.ca/content/ssmt/html/investigatingpictures_mt.html) to determine the message embedded in the ads. You can use the following graphic organizers from the "Investigating Pictures" challenge to guide the discussion.
http://www.onlineguide.learnalberta.ca/content-og/ssblm/word/studyingpictures_blm.doc
http://www.onlineguide.learnalberta.ca/content-og/ssblm/word/whatiseeandthink_blm.doc
8. Students answer the question, "What were immigrants promised?" Record the promises on chart paper to reference later.

Activity 5: Research Immigrant Quality of Life After Immigrating to Canada

9. Students return to their research groups to determine what life was like **in Canada** for their immigrant group. Use the factors that determine quality of life, as decided in Activity 1 to organize information on a second copy of [Evidence of Quality of life AFTER Arriving in Canada](#) chart. Once students have gathered the information, have them decide how difficult the indicator would be to deal with: -2 indicated a very challenging indicator, +2 indicates a very beneficial indicator.

Note: Add the quality of life indicators for your class's choices in Activity 1.

10. Groups can share their research with the class.

Activity 6: Significant Difference

11. **Individually** students must make a decision on the Immigrant Experience in Canada. To do this, students can lay their Evidence charts side by side to see both "Before" and "After" immigration at the same time. Students compare the quality of life score for each criterion before and after immigration and decide ultimately if immigration was worth the effort. In other words, was life actually better in Canada than in their Homeland? Have them highlight the evidence in each chart that makes them believe what they do. When making their judgments, each student must ensure his/her decision is: consistent with the evidence, considers all the evidence, makes sense.

Activity 7: For Better or Worse?

12. Students will choose one option from the [For Better or Worse?](#) R.A.F.T.S. document to show the progression of the immigration experience with the answer to the final question; Immigration was it worth it? If I had the opportunity, would I stay or would I go? Requirements for the assignment include:

- Explain the situation in the homeland
- Explain the situation in Canada
- Indicate choice from the perspective of the immigrant
- Justify choice using the evidence

Resources

Learn Alberta (2008) Modelling the Tools: Investigating Pictures. Retrieved March 24, 2010 from http://www.learnalberta.ca/content/ssmt/html/investigatingpictures_mt.html

Learn Alberta (2008) Modelling the Tools: Judging Quality of Life. Retrieved March 24, 2010 from http://www.learnalberta.ca/content/ssmt/html/judgingqualityoflife_mt.html

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Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Immigration: For Better or Worse

Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
Describes historical context (5.2.6.1, 5.2.6.2, 5.2.9.1, 5.S.2.3)	Describes historical situation in a comprehensive manner	Describes historical situation in a thorough manner	Describes historical situation in a cursory manner	Describes historical situation in a incomplete or confusing manner
Considers perspective (5.S.1.2)	Consideration of perspective is insightful	Consideration of perspective is thoughtful	Consideration of perspective is simplistic	Consideration of perspective is trivial
Develops and supports a conclusion (5.S.7.3)	Develops a perceptive position supported by significant evidence.	Develops a convincing position supported by relevant evidence.	Develops a plausible position supported by general evidence.	Develops a vague position supported by weak evidence.
Communicates ideas (5.S.8.1)	Communicates key ideas and information in a captivating manner	Communicates key ideas and information in a engaging manner Interesting	Communicates key ideas and information in a interesting manner Straightforward	Communicates key ideas and information in a partially engaging manner ineffective

Comments:

Evidence of Quality of Life in Homeland

Country of Origin: _____

Quality of life indicator	Evidence that the indicator is missing	Evidence that the indicator is present	Ranking (Scale -2 to +2)

Evidence of Quality of Life AFTER Arriving in Canada

Country of Origin: _____

Quality of life indicator	Evidence that the indicator is missing	Evidence that the indicator is present	Ranking (Scale -2 to +2)

For Better or Worse?

You have learned many interesting things about your immigrant group before and after immigration. Put yourself in your immigrant group's place and choose one of the following roles to demonstrate your knowledge and feelings about their experience. Your format should conclude with a decision to stay in Canada or return to your homeland.

<u>Role</u>	<u>Audience</u>	<u>Format</u>	<u>Topic</u>	<u>Strong Verb</u>
Journalist of the time	Homeland Community	PowerPoint	Comparing immigrant life in their homeland and life in Canada	Persuade others to stay in their homeland or come to Canada
Immigrant Mother	Future Generations	Scrapbook	Comparing immigrant life in their homeland and life in Canada	Inform future generations what immigrating to Canada was like
Artist of the time	Members of the Community Cultural Centre	Visual Progression with Captions	Comparing immigrant life in their homeland and life in Canada	Represent the story of immigration, before and after
Grandma	Family	Quilt with Interpretations	Comparing immigrant life in their homeland and life in Canada	Represent the story of immigration, before and after

For Better or Worse?

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Immigrant Young Adult	Childhood Friend	Diary Entries	Comparing immigrant life in their homeland and life in Canada	Explain what life was like, before and after immigration
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